



COLORADO DEPARTMENT OF EDUCATION

EXCEPTIONAL STUDENT LEADERSHIP UNIT

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Dwight D. Jones
Commissioner of Education

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Colorado Model Autism and Significant Support Needs Programs (COMASP)

The COMASP Project is committed to assisting school districts in providing quality programs for their students with Autism Spectrum Disorders (ASD) or Significant Support Needs (SSN). The goal of this project is to increase student achievement (outcomes) as well as teacher satisfaction and retention by providing training, coaching and consultation on evidence based practices. We believe that strong communication and collaborative decision making between the IEP team (i.e. parents, administrators, educators, related service providers, etc.) is essential to a quality educational program.

This program will use the six components of school wide Response to Intervention (RtI) of (1) leadership, (2) curriculum and instruction, (3) school climate and culture, (4) problem solving process, (5) assessment and family and (6) school engagement already being implemented in this school, to improve the education of students with significant disabilities including ASD. Individualized positive behavior supports will be another key component of each student's program along with an emphasis on literacy for all learners and inclusion to the extent beneficial to the unique needs of the student. The *Autism Spectrum Disorders Quality Program Indicators* or the *Quality Indicators for Assessing Individualized Services for Students with Significant Support Needs* will be used to by Colorado Department of Education (CDE) staff and the school team to evaluate the student or school's program. The good practices being implemented will be noted as well as areas that may not be in place to the level needed. The information will be used by the team to determine the action items for program improvement for the year.

Technical assistance, such as coaching and trainings, will be customized to the individual needs of the staff and students. When an intervention is determined appropriate for a student, all staff responsible for carrying out the intervention will be trained if needed. Training to ensure fidelity of administration of the targeted intervention will be provided by CDE at no cost to the administrative unit (AU)/district. In the beginning, there will be weekly or biweekly visits by CDE staff or representatives to ensure program and intervention fidelity.

Progress monitoring is essential to determine if an intervention is effective. The Quality Indicators will be used four times a year to evaluate the program and determine if progress is being made toward the goals of the action items and the next steps for the program. Support from CDE will decrease as the program is sustained with fidelity. When the program has 80% of the items on the Quality Indicators fully implemented, the site will be determined to be a "model site" for the region.

CDE agrees to:

- Provide consultation, coaching, and training by persons with expertise in evidence based interventions for students with significant needs or autism during regularly scheduled visits. Some trainings may need to occur on a different date to include the school team and other AU/district personnel.
- Use the *Autism Spectrum Disorders Quality Program Indicators* or the *Quality Indicators for Assessing Individualized Services for Students with Significant Support Needs* as a guide for making recommendations for the overall program, which includes school wide involvement.
- Collaborate with the IEP team to ensure students have attainable, measureable goals and objectives.
- Conduct on-the-job training, as needed, for all team members responsible for implementing a new strategy or intervention.
- Analyze the data that has been collected.

- Facilitate at least quarterly meetings with the school team to discuss progress and next steps.
- Submit reports following each visit of the observation, progress monitoring and recommendations.
- Provide any materials or assessments recommended by CDE that is not available through the school district or BOCES.
- Respect that the AU/district personnel and teacher is ultimately responsible for the interventions chosen and implemented in his/her classroom.
- Communicate through an email list that includes the school team and AU/district director so there is an open and free flow of communication to all involved.
- Provide the school with a web camera and microphone for web conferencing, webinars and other online learning via technology such as Skype, Qwest web conferencing or Adobe Connect.

The AU/district and IEP team members agree to:

- Collaborate in an open and honest manner, communicating regularly with the CDE representative(s).
- Appoint a person to coordinate and support this model site.
- Insure involvement by the administrators and staff to support the project.
- Inform parents of this project and obtain permission for their student to participate and be videotaped before the first observation is scheduled. Videotaping will be used for the student evaluation, staff training and presentations on the model program.
- Use the *Autism Spectrum Disorders Quality Program Indicators* or the *Quality Indicators for Assessing Individualized Services for Students with Significant Support Needs* to assess and monitor the program (quarterly).
- Meet at least quarterly to review the evaluation of the program and determine next steps.
- Provide support to complete video collection of student and team performance.
- Plan parent involvement, including invitation to all trainings.
- Active membership and participation of the students in their age-appropriate general education classrooms to the full extent beneficial to the unique needs of the student.
- Encourage regular collaboration between the general education teacher and the special education teacher and other staff members as appropriate.
- Commit to implement with fidelity the recommended evidence based strategies and interventions suggested by the CDE representative(s).
- Consult with CDE representative(s) before changing target interventions.
- Collect data regularly on target interventions and objectives.

This partnership will be in effect as of the date below and may be terminated at any time by either party.

School _____

Signatures Date _____

Name

Title/Position
